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ABSTRACT

Basic procedures for setting up a new school library or for maintaining an established one are described to help economize the librarian's efforts and assist in establishing effective organization. Use of this guide to streamline library routine will give librarians more time to assist school personnel and to develop a better total library program. Subject areas covered include: (1) school library services, (2) library personnel, (3) library quarters, (4) developing the collection, (5) ordering materials, (6) processing and shelving, (7) classification and cataloging of library materials, (8) weeding and discarding, (9) repair of materials, (10) inventory, (11) loan or circulation system, (12) student aide and library clubs, (13) teaching the use of the library and (14) library reports. Appendix A contains basic professional aids for school libraries, Appendix B is a display of sample cards and Appendix C has sample regulations for loan desk procedures to be followed by student aides. (NH)

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# A GUIDE FOR MONTANA SCHOOL LIBRARIES

## A Manual of Basic Library Procedures for Montana Schools

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# FOREWORD

The School Library Committee was reorganized in 1968 to include librarians, audiovisual specialists, teachers, professors of higher education and school administrators. In an effort to help Montana schools meet educational developments, the title of the committee was changed to The School Library and Audiovisual Committee. During the past two years, members have met to revise **A Guide for Montana School Libraries.** The committee hopes that the **Guide** will be useful for the organization of libraries in extending instruction through a variety of media.

School librarians first developed procedures and recommendations during two workshops held in 1958 and 1959. After a trial period in schools, the suggested procedures were revised by members of The School Library Committee and were published by the Office of the Superintendent of Public Instruction in 1961.

Appreciation for their untiring efforts is expressed to the members of the committee, to the boards of trustees and school administrators who encouraged the revisions, to the Montana institutions of higher learning, to the Montana State Library Commission and to the Montana Library Association. Funding of the revised **Guide** was provided largely under Title II of the Elementary and Secondary Education Act, which is administered through the Office of the Superintendent of Public Instruction.

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## CONTENTS


| | | Page |
|---|---|---|
| Introduction | | 1 |
| I. | School Library Services | 2 |
| II. | Library Personnel | 3 |
| III. | Library Quarters | 4 |
| IV. | Developing the Collection | 6 |
| V. | Ordering Materials | 10 |
| VI. | Processing and Shelving | 11 |
| VII. | Classification and Cataloging of Library Materials | 13 |
| VIII. | Weeding and Discarding | 16 |
| IX. | Repair of Materials | 17 |
| X. | Inventory | 18 |
| XI. | Loan or Circulation System | 19 |
| XII. | Student Aide and Library Clubs | 20 |
| XIII. | Teaching the Use of the Library | 22 |
| XIV. | Library Reports | 24 |
| APPENDIX A | | |
| | Basic Professional Aids for School Libraries | 25 |
| APPENDIX B | | |
| | Sample Cards | 29 |
| APPENDIX C | | |
| | Sample Regulations for Loan Desk Procedures To Be Followed by Student Aides | 38 |

# INTRODUCTION

The **Guide for Montana School Libraries** describes basic procedures for setting up a new school library or for maintaining an established one. The **Guide** will help provide economy in the librarian's efforts, and assist in effective library organization. Use of this **Guide** to streamline library routines will enable librarians to devote more time to assisting school personnel and to the development of a better total library program.

The **Guide for Montana School Libraries** is consistent with the instructional aims and objectives of Montana Schools, and with the Standards for Accreditation of Montana Elementary and High Schools,* the Northwest Accrediting Requirements for Secondary Schools, and the Standards for School Media Programs of the American Library Association.** The above-mentioned standards set forth what is expected in school library services; the **Guide for Montana School Libraries** shows how to provide these services most effectively.

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* Available from the Office of the Superintendent of Public Instruction, Helena, Montana 59601

** Standards for School Media Programs, published 1969, available from The American Library Association, 50 East Huron Street, Chicago, Illinois 60611

# I. SCHOOL LIBRARY SERVICES

## Role of the Librarian

The following are the most important of the many professional responsibilities of the school librarian:

1. Developing a media collection that contains a choice of the best library materials, including books, magazines, newspapers, pamphlets, filmstrips, films, tape and disc recordings, slides and graphic materials, globes, maps, catalogs, transparencies, program instructional materials, realia, kits, art objects, and in some cases video tape recordings and dial access programs to meet the demands of the curriculum, of pupil interests and of extra-curricular activities of the school.

2. Selecting and organizing a comprehensive professional collection for the use of the teachers and the administrators.

3. Helping to coordinate the instructional program under which students are taught to find library materials and to use the library resources intelligently and effectively. Advising and consulting with teachers about library materials and their use will further such coordination.

4. Stimulating in pupils the desire to read, and guiding them to materials that will increase individual enjoyment and satisfaction and the development of critical judgment and appreciation of resources. Such guidance may be accomplished through assistance to individual pupils, through group guidance activities such as story hours, displays, exhibits and discussions about books, authors and illustrators, through the use of the audiovisual materials and through coordination of library offerings with curriculum content.

5. Making the resources of the library easily accessible in order to promote optimum use. An effective library program occurs throughout the school, not in the library quarters alone.

6. Assisting pupils and teachers to locate the less obvious library materials that will provide answers to classroom or special interest questions.

7. Introducing pupils to the resources of the community as a supplement to those of the school library as soon as possible, and cooperating with community libraries in their efforts to encourage continuing education and cultural growth.

## Library Hours

The library should be open for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours.

# II. LIBRARY PERSONNEL

## The Librarian

1. Elementary school libraries

   Current **Standards for Accreditation of Montana Elementary Schools** require that the elementary school central library be supervised by a trained librarian or, in small schools, by a teacher-librarian able to assist in the use of instructional materials.

2. High school libraries

   Current **Standards for Accreditation of Montana High Schools** establish the professional library training for a high school librarian. Requirements may be obtained from the High School Supervisor, Office of the Superintendent of Public Instruction, Helena 59601.

## Library Aides

A sufficient number of staff members should be provided to handle clerical work. In order to operate a successful program, staff members with specific skills and special abilities should be a part of the staff. If it is advisable to provide a volunteer student aide program, the activities of the program should not interfere with the academic program of students.

## Professional Library Training Available in Montana

Library training is available at the units of The Montana University System and at the private colleges.

## Montana Library Association

Teacher-librarians are welcome as members of the Montana Library Association and its Division of School Librarians. For names of current officers of the Association, write to Montana State Library, 930 East Lyndale, Helena 59601 or to the Office of the Superintendent of Public Instruction, Helena 59601. Teachers and librarians are welcome also as members of the Montana Instructional Media Association. For names of current officers, write Eastern Montana College, Billings 59101 or the Office of the Superintendent of Public Instruction, Helena 59601.

# III. LIBRARY QUARTERS

### Location in the School

Every school should have a separate, central library. Insofar as possible, the library should be easily accessible, centrally located in the school building, near the study hall and removed from the noisy areas such as school shops and the music department. All libraries should be equipped with telephones.

### Size of the Library

Library quarters must be large enough to house the collection of materials and to provide for the effective and convenient use of such materials. **Standards for Accreditation of Montana Elementary Schools** and **Standards for Accreditation of Montana High Schools** recommend the size of libraries. In many elementary and secondary schools a single center will effectively serve the needs of students and teachers. Floor space should be based upon forty (40) square feet per student in the library reading room. Special areas are in addition to the reading room floor space. Provisions should be made for growth of the collection and maximum furniture arrangements to meet special area needs.

### Recommended Library Areas

The library area should be planned for versatility, use and storage of all media. The library should include a reading room, individual viewing and listening areas, small group viewing and listening rooms, a work room or work area (equipped with running water and several electrical outlets) for the processing of materials, and storage space. Conference rooms are also recommended. Space should be provided for a professional collection. If possible, space should be provided for media production. Specific space requirements for various areas are recommended in **Standards for School Media Programs,** obtainable from the American Library Association and the National Education Association.

### Appearance, Lighting and Ventilation

The library should be functional, inviting, well ventilated, well lighted and acoustically treated. Lighting should meet the standards of State building codes. In addition, lighting should be controlled in listening and viewing areas. A sufficient number of outlets should be provided for the effective use of all equipment. Cleanliness, neatness, use of storage facilities, effective furniture arrangements, and colorful walls, floor coverings and furnishings contribute to the attractiveness of the library. Pictures, displays and art objects help to make the library a pleasant place for study.

### Arrangement of Quarters

In order that materials may be checked out and returned with ease and convenience, a library is best served with the charging desk or circulation counter near the entrance. The charging desk, the reading, viewing and listening areas, work and storage areas should be arranged so the librarian can give necessary supervision and assistance to students using the library.

### Arrangement of Furniture, Equipment, Supplies and Materials

Furniture, equipment, supplies and materials should be arranged to provide pupils and teachers maximum accessibility of library materials, and to afford to the librarian, library assistants and aides the greatest convenience in carrying out their duties. Flexible space is desirable to meet the needs of group projects. Movable walls allow for separating or combining areas.

### Placement of Special Materials

All sections of the library should be located for maximum convenience of users and arranged to encourage the habit of personal inquiry. The library should provide ready access for quick reference, as well as facilities for study and research. Typewriters should be available for students who can use them. Proper storage and filing space should be provided for current and back issues of magazines. **The Readers' Guide to Periodical Literature** (see Appendix A) should be shelved near the stacks of publications listed therein and should be easily accessible. The vertical files, or files containing clippings, pamphlets and pictures should be arranged for maximum use. Shelving and cabinets should be provided for records, audio and video tapes, filmstrips, films, microfilms, transparencies, maps, graphs and pictures. If audiovisual materials and print materials are interfiled, the arrangement affects the type of shelving selected.

**Shelves**

1. Lighting

   Stack areas should be well lighted.

2. Shelving space

   The aisles between shelves should be wide enough to permit easy access to materials. To estimate shelf space, allow for approximately eight standard size books per linear foot. For ease in removing and reshelving materials, shelves should be about two-thirds filled.

3. Height, depth and spacing of shelves

   Shelves should allow materials to be shelved or stored easily. Also, materials must be readily visible. All shelving should be adjustable and sufficient to provide for the number and kinds of materials. Footstools should be provided for convenience in selecting materials on the upper and lower shelves.

**Card Catalog**

The card catalog or other indexes to the collection should be conveniently located in the reading room and placed so that the trays can be used readily by the greatest number of library patrons. Since library cards are precision cut in centimeters, catalog cases specially manufactured to hold such cards should always be purchased. Such cases, equipped with rods to hold the cards in place, are available from library supply firms. Preferably a standard sectional case should be ordered so that additional sections may be added as the collection grows.

**Tables and Chairs**

Tables and chairs or individual study areas should be available both for students using reference materials and for those selecting other materials. Comfortable chairs that encourage proper posture are desirable. Thirty to forty per cent (30 to 40%) of seating capacity is recommended for independent study.

**Classroom Libraries**

Classroom collections should be borrowed from a central library.

# IV. DEVELOPING THE COLLECTION

## Importance of Careful Selection

Careful selection and continuous weeding are a necessity for the establishment and maintenance of a functional collection that contains the best material available with regard to both content and presentation and that is well balanced in coverage of subjects, types of materials and variety of content. All schools should have a written policy for the selection of materials formulated by the school administration, library specialists and faculty, and adopted by the Board of Trustees. These policies should include School Library Bill of Rights and Freedom to Read statements as published by the American Library Association.

## Faculty and Student Cooperation

Teacher and student cooperation should be solicited in developing the collection. Evaluation of materials is a continuous process. However, materials should not be ordered unless they have been reviewed in one of the standard selection aids or unless adequate evaluation of the quality of materials has been made. The librarian should keep teachers and students informed of materials added to the collection.

## Selection Aids

Basic professional selection aids are listed in Appendix A. Titles that appear in these aids and on recommended lists have been professionally evaluated in comparison with other available material. The aids and recommended lists may also serve to suggest various subjects and types of material which should be included in a balanced library collection. Publishers' lists are no substitute for these standard aids and professional lists.

## Minimum Size of the Book Collection

1. Elementary school libraries

   The minimum requirements for an elementary school central library are set forth in the **Standards for Accreditation of Montana Elementary Schools.**

2. High school libraries

   The minimum requirements, exclusive of government documents and textbooks, are set forth in the **Standards for Accreditation of Montana High Schools.**

## Balancing the School Library Collection

1. Scope of the collection

   The school library collection should contain material of wide range and variety related to the curriculum, to the extra-curricular activities of the school and to the personal interests of the pupils. It should include materials to support curriculum offerings in all fields, materials to aid in developing programs of the various clubs promoted by the school, material helpful in planning auditorium programs, athletic events, school social affairs, material on hobbies, leisure-time activities, guidance, occupations and colleges, and both nonfiction and imaginative writings. All materials should be selected from the professional selection aids and should be the best material available for students.

2. Elementary school library collection

   **Standards for Accreditation of Montana Elementary Schools** state that the elementary school central library should include materials appropriate to the ages of the pupils served.

3. High school library collection

   **Standards for Accreditation of Montana High Schools** require that junior and senior high school library collections include a balanced distribution of titles in all classifications.

4. Basis for apportionment

Apportionment between subject classes and types of materials shall be based on that of the standard aids (see Appendix A), modified in the light of the special needs of the individual library and its users. The aids help guard against over-emphasis in one field to the neglect of another. In modifying recommended apportionments, the librarian should be guided by curriculum requirements and faculty requests, by the ages, interests and needs of the students, and by community interests.

In the selection of materials for independent use, care must be taken to represent a great variety of interests, to include materials for reluctant as well as avid users at each grade level and to maintain a balance between the new and the old, standard and up-to-date materials. In selecting standard titles, the recommendations of the professional aids should be carefully checked to assure the purchase of attractive editions.

5. Reference collection

a. Definition

The "reference collection" is a group of materials consulted primarily for specific information. The answering of reference questions need not, however, be confined to the use of the "reference collection"; all library materials should be used for reference work as the need arises.

b. Scope of the reference collection

The reference collection of any school library should include an unabridged dictionary, several abridged dictionaries, encyclopedia for an appropriate age level with copyright date within the last five years, an almanac, an atlas, a biographical dictionary and periodicals. The book selection aids listed in Appendix A include recommendations for additional reference materials. Among the more useful of these are specialized dictionaries, year books and handbooks, short story, play and poetry indexes, books of quotation and individual volumes on varied subjects.

c. Selection of reference material

Consultation of professional aids is imperative in the selection of reference materials because mistakes in this field are expensive. **The Booklist,** American Library Association (see Appendix A) contains recommendations based on detailed evaluative criteria and is especially helpful in choosing reference books. **Guide to Reference Books** by Constance M. Winchell is a complete guide describing reference works. **Reference Materials for School Libraries** published by the State Department of Public Instruction, Raleigh, North Carolina, is another selection aid. Reference materials should be judged by the following criteria:

Is the content accurate?

Is the material up-to-date?

Is the point of view fair and unbiased?

Is the material organized clearly and logically?

Is the style appropriate to the level of the intended reader?

6. "Sets" and "series" and book club selections

No consideration should be given to the purchase of "sets" or "series" or book club selections unless they

a. Serve the age level of the pupils

b. Do not duplicate titles already in a small collection

c. Do not include materials of limited usefulness

d. Do not require subscription to any part of the works before publication

e. Have a professional review available for the individual titles

7. Periodicals

a. Scope of the periodical collection in the elementary school library

**Standards for Accreditation of Montana Elementary Schools** state that the periodical collection of the central library should include periodicals of appropriate age level.

b. Scope and size of the periodical collection in the high school library

In addition to general and literary or book reviewing periodicals, high school collections should contain special periodicals selected to represent as nearly as possible all subject areas. **The Readers' Guide to Periodical Literature** or the **Abridged Readers' Guide** is required as standard equipment by the **Standards for Accreditation of Montana High Schools.**

c. Selection of periodicals

Magazines are a primary source of information about current events and should be selected as carefully as other materials. The periodical collection should be sufficiently varied to meet the needs of the curriculum and the non-academic interests of the students. Magazines should also be selected to meet the professional needs of the teachers. Periodicals chosen to meet minimum requirements for high school libraries must be those included in the **Abridged Readers' Guide to Periodical Literature** or **Readers' Guide to Periodical Literature.** Periodicals may be selected from **The Elementary School Library Collection** (Phases 1-2-3), edited by Mary Gaver, and **Periodicals for School Libraries: A Guide to Magazines, Newspapers and Periodical Indexes,** compiled by Marian H. Scott, American Library Association.

d. Back issues of periodicals that are frequently used should be obtained on microfilm.

8. Audiovisual materials

Selection of materials requires careful and critical evaluation. Consideration should be given to the knowledge of the group using the materials, the purposes and objectives for which they are to be used, the curriculum and the relationship to other materials.

Evaluating materials involves*

1. preliminary information, searching
2. previewing, auditioning or reviewing
   a. Does the item deal with significant content?
   b. Is the item educationally sound?
   c. Is the item technically sound?
   d. Is it worth the money it costs and the time and effort required to use it? Would a less expensive item produce similar results?
3. testing through actual classroom tryouts
4. recording appraisals or evaluations

9. Vertical file

Information in vertical file materials, an information file of free and inexpensive materials, supplements that in reference books. For a number of subjects vertical file materials are the only source of information available. The vertical file collection should be developed carefully and systematically. Free unsolicited material should be carefully scanned before including it in the vertical file. Purchases should be carefully considered since the continual purchase of inexpensive pamphlets results in large expenditures. All pamphlets should be brief, readable and timely and should be selected to fill a definite need. Pictures should be artistically sound and of a practical size and should illustrate clearly the factual information needed.

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* Brown, James, Richard B. Lewis and Fred Harcleroad. **A-V Instruction: Materials and Methods.** New York: McGraw-Hill Book Company, 1964.

10. Materials of definite local-reference appeal

Owing to the limited appeal of materials with a definitely local frame of reference, reviews frequently are unavailable for these materials. However, some of these materials obviously belong in the local school library. In selecting, the school librarian must be guided by local needs and by the recommendations of people acquainted with the materials. The Montana State Library compiles and frequently revises selected lists of Montana books.

11. Gifts

Gifts to the library should be encouraged, but should be accepted only if they are approved by the librarian and meet the standards used for the selection of materials purchased. Free, unsolicited materials should be critically reviewed before they are added to the library collection.

**Budgeting for Library**

1. Elementary school libraries

The minimum annual expenditure for library resources required for elementary school libraries, exclusive of textbooks and encyclopedias, is set by accreditation standards.

2. High school libraries

The minimum annual expenditure for library resources for high schools is set by accreditation standards.

3. Budget allotments for reference materials

In general, reference materials are more expensive than other materials and are not as readily available from sources supplemental to the school library (sources such as the home or the collection of a neighboring public library). Therefore a sufficient portion of the library budget, especially the budget of a small or newly organized library with limited funds, should be devoted to the acquisition of reference materials.

4. Audiovisual materials

To achieve balanced collections of sufficient range and variety, funds should be allowed for audiovisual materials. The funds should provide for the acquisition of newly produced materials, replacements of titles and duplicates. The amount should not include funds for items such as closed circuit television installations, electronic learning centers and equipment.

# V. ORDERING MATERIALS

**Ordering, a Continuous Process**

Ordering should be a continuous process throughout the year, regardless of when the actual ordering is done. A consideration card file of suggested titles is of great help when the time comes to compile the final order.

**Order Cards**

Standard order cards, available from library supply companies, or mimeographed forms may be distributed to teachers and administrators for their use in suggesting materials to be ordered. Order cards are also useful together with the invoice for checking the receipt of books. A sample order card is illustrated in Appendix B.

**Book Jobbers**

Book jobbers handle books from all publishers. Sending one order for books simplifies bookkeeping and allows the best overall discount. Names of reliable jobbers may be obtained from Montana State Library, 930 East Lyndale, Helena 59601 and the Office of the Superintendent of Public Instruction, Helena 59601. Since policies vary, it is usually desirable to ask several jobbers to state terms (rate of discount and payment of shipping charges) on the size of order anticipated. If special services such as reinforced bindings are wanted, additional costs should be checked before ordering.

**Audiovisual Materials**

Selecting suitable materials for school purposes requires preview and careful screening. Materials must be examined in terms of presentation and use in the curriculum. Often distinction must be made between the type of material selected. Since a great variety is now available, selection should be made on the basis of the least expensive item suitable for the purpose.

**Ordering Newspapers and Periodicals**

Newspapers may be ordered directly from the individual publishers or from a subscription agency. Periodicals may be ordered at a discount through a subscription agency. Ordering through an agency has the advantage of simplifying bookkeeping and of insuring that all subscriptions fall due at the same time. Names of reliable subscription agencies may be obtained from the Montana State Library, 930 East Lyndale, Helena 59601 or the Office of the Superintendent of Public Instruction, Helena 59601.

**Pamphlets**

A fund should be available to the librarian so that he may purchase pamphlets and other inexpensive material of value to the library collection as they come to his attention.

# VI. PROCESSING AND SHELVING

## Initial Processing

After shipments have been checked against the invoice and order cards, individual items should be unpacked carefully and stamped with ownership and identification. Where an item cannot be stamped, a self-adhesive label is used.

## Mechanical Preparation

1. Cards, pockets and date-due slips

   All items for loan should be prepared for checking out. Books should be equipped with a book card, book pocket and date-due slip. After a book has been classified and cataloged (see Chapter VII), book cards and pockets should be typed using the same form and spacing as that of catalog cards and including classification number, author, title and copy number.

   Audiovisual materials should be equipped with a card and where possible with a pocket and date-due slip. After an item has been classified and cataloged (see Chapter VII), cards should be typed using the same form and spacing as that of catalog cards and including classification number, author, publisher, composer, artist, title and copy number. For equipment a checkout sheet or checkout card may be used.

2. Classification number

   For books the classification number or symbol and author letter should be marked in uniform lettering on the spine of the book at a specified distance from the bottom. Uniform procedures should be established.

   For audiovisual materials the classification number and the copy number should be placed where they are visible. Charts, maps, pictures and posters should be labeled on the back so the label will appear on the front right corner in a drawer. For films the labels are placed so they are visible when shelved. Filmstrip containers and kits are labeled on the lid and sides. Flash cards and games are labeled on the side depending upon the shelving.

   Numbers on globes, equipment, models and specimens are usually written with a magic marker pen. Disc and tape recordings use a pocket and card. Individual slides may be classified and numbered in ink. If sets of slides are stored in slide boxes, the box may be labeled. Transparencies (study prints, mounted flat objects) are labeled with the classification number and copy number if necessary.

3. Plastic covers or shellac coverings

   The book jacket, covered with a plastic book cover, should be left on the book to increase the attractiveness of the collection, to save mending time and to prolong the life of the book. Plastic covers can be purchased from any library supply house. Directions for applying the covers accompany them. The classification number of the book can be applied to the jacket on a pressure sensitive label. If a book has no jacket, its binding may be protected with clear plastic spray or shellac.

## Vertical File Materials

It is preferable to keep vertical file materials in a file cabinet. The preparation for materials should include the following steps:

1. Indicating on each item the source and date acquired

2. Assigning of subject headings

   Subject headings similar to those in the card catalog should be used. It is well to indicate such headings on each item. The usual practice is to underline appropriate, obvious words in a title or to write the heading on the upper right corner.

3. Mounting and preserving pictures

   Only those pictures used in classwork or those needing protection for other reasons should be laminated.

4. Stamping semi-permanent material, i.e., more important pamphlets and pictures, to indicate school ownership.

**Shelving**

Books should be kept upright on the shelves by the use of book supports. Nonfiction books are placed from left to right on the shelves in numerical order of their classification numbers. Books that have the same number are shelved alphabetically by the author's surname. In some libraries, the first letter or first two letters of the author's name is marked on the spine of the book below the classification number. Biographies are usually arranged alphabetically by biographee rather than by author. Fiction is shelved alphabetically first by author and second by title. Collections of short stories may be shelved together and, like works of fiction, they are arranged alphabetically by the author's or editor's surname.

The type of audiovisual material determines the kind of storage. Wherever possible an open type of facility is encouraged in order to promote wider use. Some materials, such as filmstrips, may be shelved with books by using special containers.

# VII. CLASSIFICATION AND CATALOGING OF LIBRARY MATERIALS

## Classification Process

Definition

The classification of materials in a library shcuId be based on a standard classification system that provides a systematic arrangement of subjects from which the student may obtain a classification number for each nonfiction item in the collection. The system in general use in elementary and secondary school libraries is the Dewey Decimal Classification System.

## Cataloging

1. Definition

   The cataloging of materials in a library includes making a record of the holdings of the library with a bibliographic description of the individual titles. The description is sufficiently detailed so that the titles can be readily distinguished from one another.

2. Card catalog

   Library cataloging is done on cards. The catalog cards list and describe all material in the collection in one alphabet by author, title and subject. The classification number as well as the bibliographic description of the materials is given on these cards. The card catalog thus serves as an index to the contents of the library.

3. Cataloging and processing kits, printed cards

   Kits and sets of catalog cards are inexpensive. The use of cataloging services, available from many sources, is recommended. See Appendix A for addresses.

4. Typed catalog cards

   If cataloging and processing kits or Wilson cards are not available, cards for print and nonprint materials should be typed to conform in spacing and arrangement to the cards currently in the card catalog. One basic form (the unit card) should be used in making all cards. The unit card is the main entry card (usually the author card). The specific information which distinguishes all other cards (title card, subject cards, etc.) from the main entry card is added above the top line on the unit card. Sample of various types of cards are illustrated in Appendix B.

5. Sources for catalog information

   Complete information (classification number, author, title, subject headings, contents summary) which should appear in the card catalog is included in many of the selection aids listed in Appendix A.

6. Filing of catalog cards

   The standard procedure for filing catalog cards is to arrange all cards in alphabetical order by the first word on the top line (disregarding the articles "a" or "the") and to follow by letter to the end of the word and then word by word.

   The following rules should be adhered to:

   a. The basic rule for word by word filing is often expressed in the phrase "Nothing comes before something."

      Example:

      | | |
      |---|---|
      | A. E., pseud. | Air |
      | Addams, E. H. | Air Mail |
      | Addams, Edith | Aircraft Handbook |

b. Abbreviations are arranged as if spelled in full, except Dr., Mr. and Mrs.

Example:

M' and Mc as if spelled Mac  St. as if spelled Saint

c. Numbers in titles are alphabetized as if the word were spelled in full.

**Shelf List**

The shelf list is the business record of the collection for each title. It contains a card for each title. These cards contain the classification number and bibliographic description and in addition contain information as to the number of copies, price and source. Shelf list cards are arranged in the same order in which materials are placed on the shelves. Shelf list cards are used for taking inventory and serve as a record upon which the development of a balanced collection is based. Sample shelf list cards are illustrated in Appendix B.

**Tracing**

"Tracing" is the technical term for a listing of all cards in addition to the main entry card made for each title. It is necessary to have such a listing when any changes need to be made on the catalog cards or when the last copy of any title is discarded and catalog cards need to be removed from the catalog. The general practice is to indicate in the tracing whether a title card has been made and to list the subject headings for all subject cards and the first word or first two words for other cards, such as those for composers in the case of cards for recordings. Tracing is added to the main entry card and to the shelf list card. Printed cards list tracings on the main entry card. These can be copied onto the shelf list card. Tracing is illustrated on sample cards in Appendix B.

**Cataloging and Checking Periodicals**

Usually periodicals are not cataloged. Binding of periodicals is not recommended for a school library. Single issues can be more readily used by a greater number of students and more easily clipped and discarded when they are no longer useful. A listing of all periodical titles received by the library should be kept on periodical cards, obtainable from a library supply house, and the receipt of individual copies should be noted on the cards. Issues on microfilm also should be noted.

**Cataloging Vertical File Materials**

For easy use of material, there is some merit for making a subject index on cards for all subjects listed in the vertical file. The only information that needs to appear on the card is a notation that the material is a pamphlet or clipping and that it is located in the vertical file. These cards may be filed in the card catalog.

**Cataloging Audiovisual Materials**

1. Separate card list or regular card catalog

   Audiovisual materials owned by the school may be filed in the library or may be housed elsewhere in the school. Wherever they are housed, information about them should be available in the library. A separate list on cards may be kept or appropriate cards may be filed in the regular card catalog. The latter method has the advantage of bringing together in one index reference to all materials in the library on a given subject.

2. Arrangement of materials

   Audiovisual materials may be arranged by type in numerical sequence as received and according to the Dewey Decimal Classification System. The type of medium should be designated in parentheses immediately following the title. Equipment must be conveniently located for frequent use of material.

Following is a list of materials that may be cataloged:

| | | |
|---|---|---|
| films | kits | study prints (transparencies |
| filmstrips | models | and mounted flat objects) |
| maps | pictures and | tape recordings |
| records and | posters | charts |
| record albums | specimens | equipment |
| globes | slides | flashcards |
| film loops | microfilm | games |

3. Types of cards

For most audiovisual material the title card is the main entry card. Slides and study prints (transparencies and mounted flat objects) that are part of a unit are entered under the title of the unit. For recordings and record albums, the main entry card may be the title card, in which case additional cards may be made identifying narrators, conductors, composers, types of composition recorded, authors; or the main entry card may be the author or composer card. For recordings the numerical sequence may be used in place of subject headings. Samples of cards for audiovisual materials are illustrated in Appendix B.

# VIII. WEEDING AND DISCARDING

**Purpose**

Old or worn out materials should be discarded as they take up valuable space on crowded library shelves; they detract from the attractiveness of the total collection; and they may be a source of misinformation to students and a factor in keeping students from using more worthwhile materials or materials better suited to their needs. Audiovisual materials should be examined critically for their auditory and visual quality and discarded when necessary.

**Criteria for Discarding**

Usefulness and amount of use should be the criteria in deciding whether or not to discard materials. The standard professional selection aids should be used as a guide for weeding and discarding, but local needs and current local library resources need to be taken into consideration.

In general, discard

1. Materials too badly worn to be mended or used. No material on local history should be discarded, however, no matter what its condition, unless it is known the material can be replaced. The Montana State Library can advise about rare or valuable books.

2. Books with discolored paper or too fine print. Readable, attractive editions of classics are available to take the place of the unsuitable, unattractive ones.

3. Out-of-date materials. If the copyright date is old and the material has not circulated for a long time, it should be discarded. Science and social studies materials more than five years old may be obsolete. If there is doubt about the usefulness, a teacher in the subject field in question should be consulted and selection aids studied to see if newer materials are available.

4. Materials too difficult or too easy for prospective users.

5. Textbooks, unless useful for reference or as a part of a supplementary textbook collection.

6. Sets of out-of-date materials.

7. Materials of mediocre content.

**Disposal of Discarded Materials**

Discarded books usually should be destroyed. However, books that would be useful to a library serving different grade levels should be offered to such a library. When this is done, all traces of identification should be removed. Some audiovisual materials such as films and filmstrips may be traded with publisher for newer material.

**Back Copies of Periodicals**

A complete file of periodicals should be kept of back issues of those magazines of research value. Microfilm of back issues is recommended. Materials from discarded issues of periodicals may be clipped for the vertical file.

# IX. REPAIR OF MATERIALS

**Purpose**

Constant care must be exercised so that the collection remains in good condition. Dirty, ragged materials and materials of poor auditory and visual quality are uninviting and do not stimulate voluntary use by students. Unlettered materials are difficult to shelve and to find. Minor tears and breaks quickly develop into major ones. Unrepaired materials also contribute to disorder and inefficient service.

**Checking Materials for Mending**

Materials can be checked most easily for needed repairs at the time they are returned to the loan desk. Those in poor condition should be separated for repair.

**The Mending Process**

For the most part, mending should be confined to simple repairs. Major repairs should be sent to qualified binders or to an audiovisual repair service. Some repairs can be quickly accomplished with recently developed glues and plastic adhesives. Supply houses furnish pamphlets with detailed instructions and diagrams describing approved mending procedures. From time to time some audiovisual materials require periodic cleaning and inputting.

# X. INVENTORY

**Purpose**

An inventory is necessary for replacement purposes, for determining which materials have been lost, strayed or stolen and in some instances for insurance purposes. Inventory is also an excellent method for evaluating the collection.

**Frequency**

The inventory is most advantageous if taken at least once a year. It can be scheduled at a stated period or divided according to the classification system and conducted on a continuous basis throughout the year.

**Method**

Regardless of when inventory is taken, the shelf list is the basis for taking it. The process is made easier if the shelves are first read to be sure all materials are in order. The cards in the shelf list and the copy numbers are then carefully compared with the material on the shelves and with cards in the charging tray, which identify the materials in circulation, in special collections or at the bindery. Materials in poor condition should be removed for mending, binding or discarding. If an item cannot be located, a note should be made on the shelf list card indicating that the item is missing in inventory, the date and whether the item is to be replaced.

**Inventory Follow-up**

If the material is to be replaced, a card should be filed in the order card file. If no replacement is desired, the material is a last copy, and after recheck the material still is not located, the shelf list card for that material should be filed in a separate withdrawn file (as a record of lost material). Catalog cards for the material indicated by tracing on the shelf list card or main entry catalog card should be removed from the card catalog. A similar procedure should be followed for discarded materials.

**Inventory Record**

An annual inventory record should be maintained and should include

1. Number of books and audiovisual materials by classification at the beginning of the year
2. Number of additions to each classification during the year
3. Number of books and audiovisual materials lost and discarded by classification during the year
4. Total number of books and audiovisual materials currently owned by the library.

A card bearing this information together with a card explaining all abbreviations used in taking inventory, should be filed at the front of the first drawer in the shelf list. A sample inventory card is illustrated in Appendix B.

# XI. LOAN OR CIRCULATION SYSTEM

**Definition**

The loan or circulation system, or "charging system," is the method for keeping track of materials on loan to individuals or groups.

**Loan or Circulation Desk Routine or Policies**

Most of the loan desk duties may be performed by aides carefully chosen and supervised. For this reason, it is very important that definite policies be formulated and followed, and simple routines established. Policies should include a consideration of which materials should circulate and for what length of time; whether materials should circulate to both students and teachers; whether the loan period should be the same for both teachers and students; what, if any, fines should be charged for various types of overdue material; what charges, if any, should be made for lost or damaged material.

Circulation routines should provide for the recording and filing of cards, which represent material circulated each day, in such a way that the cards may be easily consulted on demand. Each transaction should be recorded in a uniform manner. A sample set of simple loan regulations is given in Appendix C.

**Reserve Materials**

When a teacher wishes to make a class assignment to a special group of materials, she usually requests that they be placed on "reserve." It is suggested that teachers be supplied with a standard form, specifying author, title and classification number, for submission of reserve request lists.

The use of reserve materials by students is usually restricted to one period during the day and overnight home use. An effective procedure for handling reserve materials is given as part of the student assistant regulations in Appendix C.

**Short-term Loans and Loan of Reference Materials**

Sometimes a special demand for specific individual titles requires that as many readers as possible have access to them within a stated period. On such books the loan period may be temporarily restricted. Materials in the reference collection are usually not circulated. Occasionally, however, they may circulate to classrooms or to students for overnight use.

**Classroom Collections**

A classroom collection is a group of books and other materials borrowed from a central library by a teacher. The purpose of such collections is to supplement textbooks, reference material and reserve books while a specific unit of study is in progress.

**Circulation Statistics**

While detailed circulation statistics are not mandatory in a school library, some records of circulation should be maintained. Minimum statistics consist of a simple record of fiction materials, nonfiction materials and nonbook materials circulated. Nonbook materials may be separated into audiovisual materials, magazines, pictures and vertical file materials. A count is usually made each day of cards representing material in circulation. For convenience the daily count is recorded on a daily circulation slip available from library supply houses. A supply of these forms should be kept at the loan desk, and the figures later transferred to a permanent circulation record.

# XII. STUDENT AIDE AND LIBRARY CLUBS

## Library Student Aide Program

A library student aide program should provide both service to the school and training for the student. An enthusiastic group of library helpers, selected for their interest in libraries and materials, is an invaluable means of developing student interest in the school library. The duties these aides perform can be of very concrete help to the library in carrying out its program. While students are learning, they must be taught and their work must be carefully supervised. Training in skills and the development of desirable personal qualities should constitute a part of the guidance or co-curricular program of the school.

## Student Aide Services

The librarian should set student tasks which apply to the needs of the library and which develop the student's individual capabilities, and should rotate these tasks so that each student may learn as much as possible during the school year and acquire well-rounded concepts of library service. The most obvious task in the high school library is that of the routine desk work. Students' training should also include library housekeeping, mechanical preparation of materials, mending care of periodicals and newspapers, publicity work, clerical duties and operation of equipment. A brief but clear set of directions should be prepared for all procedures that are assigned to high school student aides. (See Appendix C.)

In elementary schools, the student aide program is less formal. It usually consists of a library committee for each class group with responsibility centered around good citizenship practices in the library, assistance in checking out materials, in shelving and helping fellow pupils use materials more readily.

## Role of Library Clubs

Library clubs are both service and personal improvement organizations. They should include in their membership all regular student aides and any other students who can profit from participating in club activities and are capable of giving service to the school. Members of such clubs should be given the same recognition and awards as are given to students belonging to other service clubs. Some library clubs make library student aides honorary members with full privileges, but require a minimum of five hours of service and dues from other members.

## Suggested Activities or Projects for Library Clubs

1. Book bazaars or fairs.
2. Sponsorship of lectures and reviews by authors, public librarians or other resource persons.
3. Dramatization of parts of books, presentation of skits with books or reading as themes, or book reviews, at school assembly programs. Such projects are especially appropriate during Book Week.
4. Demonstration of library services such as processing a new book, arranging an attractive book display, making a library poster or operating equipment.
5. Film showings.
6. Field trips to different types of libraries, to bookstores, or historic sites or to other sites of importance.
7. Informal social affairs for club members, or members and their guests.

**State Organization**

Local clubs may belong to the state organization, Montana Student Librarians, by sending dues to the treasurer. The name of the current treasurer may be obtained from a state advisor. State advisors include

1. Director of Library Science Program, School of Education, University of Montana, Missoula 59801.

2. Professor of Library Science, Library Department, Montana State University, Bozeman 59715.

3. Librarian, Montana State Library, 930 East Lyndale, Helena 59601.

4. Office of the Superintendent of Public Instruction, Helena 59601.

Officers of the state organization are elected annually and include president, vice president, secretary, treasurer and historian.

**Regional Organizations**

Regional organizations of library clubs within the state are similar to the state organization. They serve a geographical area to permit more frequent meetings.

# XIII. TEACHING THE USE OF THE LIBRARY

**Responsibility of Teacher and Librarian**

Instruction in the use of the library is essential. Instruction should develop pupil interest and ability to use the library. Students should become skillful and discriminating users of both books and audio-visual materials. It is essential that students understand that the library is a place where they can use all types of learning materials. The program for instruction and use of the library requires cooperation between teachers and librarians and is their joint responsibility.

**Goals to be Achieved**

Teaching the use of the library is one of the most important functions of a school library program. By working together teacher and librarian can instruct students in the use of the library progressively throughout elementary and secondary grades. Skills often must be introduced, reinforced and enlarged from primary grades through high school. Skills become more meaningful, and teaching is more effective through a unified plan. A few skills which may be developed through cooperative planning are

Citizenship in the library

Literature appreciation

Borrowing and returning materials

Caring for materials

Selecting suitable materials

Location and arrangement of materials

Alphabetical order

Using magazines

Knowing parts of a book (index, table of contents) for study purposes

Using maps and globes

Using encyclopedias

Using the card catalog

Knowing the main divisions of the Dewey Decimal Classification System.

Using the vertical file

Using poetry and other indexes

Using the unabridged dictionary

Using atlases

Using almanacs

Making a summary

Using the **Readers' Guide to Periodical Literature** or the **Abridged Readers' Guide**

Developing study habits

Finding information from a variety of sources and materials, book and nonbook

Using the library for individualized study

Using listening and viewing materials

**Instruction**

While all schools may not have a planned program for teaching library skills, the librarian's opportunities for observing and helping students in the use of materials are clearly indicated throughout the school year.

The library should offer the following services:

1. Library instruction
2. Reading guidance
   a. Literary appreciation
   b. Storytelling
   c. Small group projects
   d. Individual guidance
3. Daily service program
   a. Reference and research
   b. Bibliographic services
   c. Circulation and use of audiovisual materials
4. Coordination of the requests from teachers of various subjects
5. Cooperation with teachers and students in the selection of materials, planning sessions and class activities

# XIV. LIBRARY REPORTS

**Statistical Report to the Office of the Superintendent of Public Instruction**

Section 75-3202, Revised Codes of Montana, 1947, stipulates that boards of trustees shall report annually to the county superintendent all library statistics required by the Office of the Superintendent of Public Instruction.

**Librarian's Reports to the School Administrator**

Additional statistical information, supplemented by a narrative account of library activities and conditions, may be required by the school administrator. Librarians should welcome the opportunity to make such reports, together with recommendations for improved services. Reports should be brief, interestingly presented and organized in such a way to show clearly the value of the library program to the school curriculum. Statistics which may be included are the size of the collection, the amount of materials circulated, reference questions handled in the library, special services of the library, finances for both books and audiovisual materials, and number of materials acquired in the last five years. Short and long-range goals for the library should also be included. Reports should be made at regular intervals.

# APPENDIX A
# BASIC PROFESSIONAL AIDS FOR SCHOOL LIBRARIES

## STANDARDS

**Standards for Accreditation of Montana Elementary Schools.** Revised edition. Helena: Office of the Superintendent of Public Instruction.

**Standards for Accreditation of Montana High Schools.** Helena: Office of the Superintendent of Public Instruction.

**Standards for School Media Programs.** Chicago: American Library Association, 1969.

## GENERAL MANUALS

Brown, James W., Richard B. Lewis and Fred Harcleroad. **A-V Instruction: Materials and Methods.** Latest edition. New York: McGraw-Hill Book Company.

Douglas, Mary Peacock. **The Pupil Assistant in the School Library.** Chicago: American Library Association, 1957.

Douglas, Mary Peacock. **Teacher-Librarian's Handbook.** Chicago: American Library Association, 1949.

Fargo, Lucile F. **The Library in the School.** Chicago: American Library Association, 1947. (out of print)

Gardiner, Jewel. **Administering Library Services in the Elementary Schools.** Second edition. Chicago: American Library Association, 1954.

Lowrie, Jean E. **Elementary School Libraries.** New York: Scarecrow Press, 1961.

Rossoff, Martin. **The Library in High School Teaching.** New York: H. W. Wilson Company, 1961.

Rufsvold, Margaret. **Audiovisual School Library Service.** Chicago: American Library Association, 1949.

Rufsvold, Margaret. **Guides to Newer Educational Media.** Chicago: American Library Association, 1967.

Saunders, Helen E. **The Modern School Library: Its Administration as a Materials Center.** New York: Scarecrow Press, 1968.

Shores, Louis. **Instructional Materials.** New York: Ronald Press, 1960.

Wofford, Azile. **Book Selections for School Libraries.** New York: H. W. Wilson Company, 1962.

Wofford, Azile. **The School Library at Work.** New York: H. W. Wilson Company, 1949.

## CATALOGING AIDS

Clarke, Virginia. **Non-Book Library Materials.** Denton, Texas: Laboratory School Library, North Texas State College, 1953.

**Dewey Decimal Classification and Relative Index.** Latest edition (abridged). New York: H. W. Wilson Company.

Piercy, Esther J. **Commonsense Cataloging.** New York: H. W. Wilson Company, 1965.

Pluckett, Dalton S. and Allan O. Quick. **Cataloging Standards for Non-Book Materials.** Portland, Oregon: Northwest Library Service, Inc., 1968.

**Sear's List of Subject Headings.** Latest edition. New York: H. W. Wilson Company.

Westhuis, Judith Loveys and Julia M. DeYoung. **Cataloging Manual for Non-Book Materials in Learning Centers and School Libraries.** Ann Arbor, Michigan: University of Michigan Press, 1967.

## LIBRARY INSTRUCTION AIDS


Aldrich, Ella V. **Using Books and Libraries.** 5th Edition. New York: Prentice-Hall, 1967.

Boyd, Jessie and others. **Books, Libraries, and You.** 3rd edition. New York: Charles Scribner's Sons, 1965.

Beck, Margaret V. and Vera M. Pace. **Guidebook for Teaching Library Skills Series.** Minneapolis: T. S. Denison.

Titles Include: **Kindergarten and Primary Grades.** 1967.

**Using the Card Catalog.** 1965.

**Using the Dewey Decimal System.** 1965.

**Using Reference Materials.** 1966.

**Using the School Library.** 1967.

Peterson, Violet E. **Library Instruction Guide: Suggested Courses for Use by Librarians and Teachers in Junior and Senior High Schools.** 3rd edition. Hamden, Connecticut: Shoe String Press, 1967.

Shove, Raymond and others. **Use of Books and Libraries.** 10th revised edition. Minneapolis: University of Minnesota Press, 1963.

Toser, Marie A. **Library Manual: A Study Work Manual on the Use of Books and Libraries.** 6th edition. New York: H. W. Wilson Company, 1964.


## SOURCE OF CATALOGING AND PROCESSING KITS, PRINTED CARDS

Bro-Dart, P. O. Box 923, 1609 Memorial Avenue, Williamsport, Pennsylvania 17701.

L. J. Cards, Inc., P. O. Box 703, Times Square Station, New York, New York 10036.

The H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452.

## BOOK SELECTION AIDS


**AAAS Science Book List for Children.** Latest edition. Washington, D. C.: American Association for the Advancement of Science.

**Best Books for Children.** Latest edition. New York: R. R. Bowker Company. (Annually)

**Books for Children.** Latest edition. Chicago: American Library Association. (Published annually and cumulatively every five years)

**Books for Elementary School Libraries.** Elizabeth D. Hodges. Chicago: American Library Association, 1969.

**Children's Books for School and Libraries.** Latest edition. New York: R. R. Bowker Company. (Annually)

**Children's Catalog.** Latest edition. New York: H. W. Wilson Company.

**Elementary School Library Collection.** Edited by Mary V. Gaver. Latest edition. Newark: Bro-Dart Foundation.

**4000 Books for Secondary School Libraries.** Latest edition. New York: R. R. Bowker Company. (Annually)

**Junior High School Library Catalog.** Latest edition. New York: H. W. Wilson Company.

**Montana Then and Now.** Montana State Library, 930 East Lyndale Avenue, Helena 59601.

**Paperbound Book Guide for Elementary Schools.** Latest Edition. New York: R. R. Bowker Company.

**Paperbound Book Guide for High Schools.** Latest edition. New York: R. R. Bowker Company.

**Periodicals for School Libraries: A Guide to Magazines, Newspapers and Periodical Indexes.** Compiled by Marian H. Scott. Chicago: American Library Association, 1969.

**Senior High School Catalog.** Latest edition. New York: H. W. Wilson Company.

**Standard Catalog for High School Libraries.** Latest edition. New York: H. W. Wilson Company.

**Subscription Books Bulletin Reviews.** Latest edition. Chicago: American Library Association.

## INDEXES

**Directory of 16mm Educational Sound Films.** Latest edition. Office of the Superintendent of Public Instruction, Helena 59601.

**Index to 16mm Educational Films.** New York: McGraw-Hill Book Company, 1967.

**Index to 35mm Educational Films.** New York: McGraw-Hill Book Company, 1967.

**National Tape Recording Catalog.** Latest edition. Washington, D. C.: Department of Audiovisual Instruction.

**Readers' Guide to Periodical Literature.** New York: H. W. Wilson Company. Also **Abridged Readers' Guide.** New York: H. W. Wilson Company.

**Recordings for Children.** Latest edition. New York: New York Public Library.

## PROFESSIONAL PERIODICALS

**Audiovisual Instruction.** Washington, D. C.: Department of Audiovisual Instruction. Monthly September through May.

**The Booklist.** Chicago: American Library Association. Issued bi-monthly except monthly in August.

**Educational Screen and Audiovisual Guide.** Chicago: Educational Screen, Inc. Monthly.

**EFLA Evaluations.** New York: Educational Film Library Association. Monthly.

**Film Review Digest.** New York: Educational Film Library Association. Quarterly.

**School Libraries.** Chicago: American Library Association. Quarterly through membership dues in the American Association of School Libraries.

**School Library Journal.** New York: R. R. Bowker Company. Monthly September through May.

**Science Books: Quarterly Review.** Washington, D. C.: American Association for the Advancement of Science.

**Wilson Library Bulletin.** New York: H. W. Wilson Company. Monthly except July and August.

## ADDRESSES OF PUBLISHERS

American Association for the
Advancement of Science
1515 Massachusetts Ave., N.W.
Washington, D. C. 20005

American Library Association
50 East Huron Street
Chicago, Illinois 60611

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

Bro-Dart Books, Inc.
113 Frelinghuysen Avenue
Newark, New Jersey 07114

T. S. Denison and Company, Inc.
5100 West 82nd Street
Minneapolis, Minnesota 55431

Department of Audiovisual Instruction
1201 16th Street, N.W.
Washington, D. C. 20036

Educational Film Library Association
250 West 57th Street
New York, New York 10019

Educational Screen, Inc.
415 North Dearborn
Chicago, Illinois 60610

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Montana State Library
930 East Lyndale Avenue
Helena, Montana 59601

North Texas State University Press
North Texas State University
Denton, Texas 76201

Northwest Library Service, Inc.
P. O. Box 25112
Portland, Oregon 97225

Office of Children's Services
The New York Public Library
Fifth Avenue and 42nd Street
New York, New York 10018

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Ronald Press Company
15 East 26th Street
New York, New York 10010

Scarecrow Press, Inc.
257 Park Avenue, South
New York, New York 10010

Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017

Shoe String Press, Inc.
60 Connolly Parkway
Hamden, Connecticut 16514

University of Michigan Press
Publications Distribution Service
615 East University
Ann Arbor, Michigan 48106

University of Minnesota Press
2037 University Avenue, S.E.
Minneapolis, Minnesota 55414

H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

# APPENDIX B—SAMPLE CARDS

1. One type of order card

| | | | | |
|---|---|---|---|---|
| **Class No.** | **Author (surname first)** | | | |
| **Accession No.** | **Title** | | | |
| **No. of copies ordered** | | | | **Volumes** |
| **Date ordered** | **Publisher and Place** | | | **Year** |
| **Dealer** | **Edition or series** | **No. of copies desired** | **List Price** | **Cost** |
| **Date received** | **Department for which recommended** | | | |
| **Date of bill** | **Teacher making request** | | | |
| **L. C. card No.** | **Reviewed in** | | | |
| GAYLORD 101-S | | | | PRINTED IN U.S.A. |

(For other examples see library supply catalogs)

PRINTED COMMERCIAL CATALOG CARDS
(H. W. Wilson)

2. Main entry card for a nonfiction book

589 Kavaler, Lucy
K The wonders of fungi; illus. with photographs and with drawings by Richard Ott. Day 1964
128p illus

"Mushrooms, yeast, and molds—these and other varieties from the fungi plant world are . . . explained to the young reader, along with their prominent role in man's life as both killer and miracle drug." BK Buyer's Guide

1 Fungi I Title 589

64W21,344 (W) The H. W. Wilson Company

3. Title card for a nonfiction book

The wonders of fungi

589 Kavaler, Lucy
K The wonders of fungi; illus. with photographs and with drawings by Richard Ott. Day 1964
128p illus

"Mushrooms, yeast, and molds—these and other varieties from the fungi plant world are . . . explained to the young reader, along with their prominent role in man's life as both killer and miracle drug." Bk Buyer's Guide.

1 Fungi I Title 589

64W21,344 (W) The H. W. Wilson Company

It is identical to the main entry with the addition of the title above the author's name at the second indention.

4. Subject card for a nonfiction book

FUNGI

589 Kavaler, Lucy
K The wonders of fungi; illus. with photographs and with drawings by Richard Ott. Day 1964
128p illus

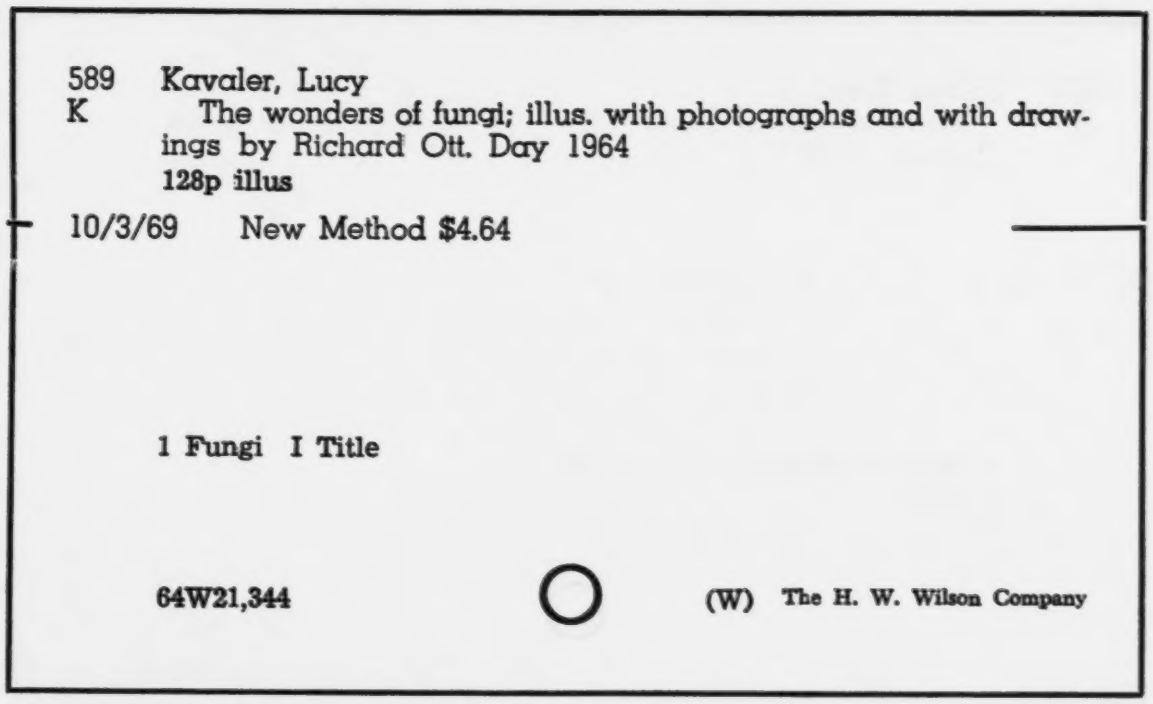
"Mushrooms, yeast, and molds—these and other varieties from the fungi plant world are . . . explained to the young reader, along with their prominent role in man's life as both killer and miracle drug." BK Buyer's Guide

1 Fungi I Title 589

64W21,344 (W) The H. W. Wilson Company

Subject cards are identical to the main entry with the addition of the subject heading in capital letters above the name at the second indention.

5. Shelf-list card for a book




## ORIGINAL CATALOGING

For materials for which printed cards are not available, original cataloging must be done. A suggested style for various types of books and nonbook materials follows.

6. Main entry card for a nonfiction book

913.32
W
White, Jon Manchip
Everyday life in ancient Egypt; illus. by Helen Nixon Fairfield. Putnam, 1965.

1. Egypt--Social life and customs
I. Title

The author's name is typed on the card four spaces down from the top edge, beginning ten (10) spaces in from the left edge at what is known as the first indention. The title is typed on the next line beginning twelve (12) spaces in from the left edge at what is known as the second indention. In case of joint authorship the first name given on the title page appears in the author place on the card. For the **title, subject** and **shelf-list** cards follow the same procedures as given for printed cards, items 3, 4 and 5.

7. Main entry card for a collective biography

920 Bolton, Sarah K.
B Famous men of science. Rev. by Barbara Lovett Cline.
Crowell, 1960.

1. Science--History 2. Scientists
I. Title

Collective biographies are classified by the number 920 followed, on the line below, by the first letter of the surname of the author of the book.

8. Main entry card for an individual biography

921 Ewen, David
B Leonard Bernstein: a biography for young people. Rev. ed.
Chilton, 1967.

1. Conductors (Music) 2. Musicians
3. Bernstein, Leonard

Individual biographies are classified either by the number 921 or 92, or by the letter B, followed, on the line below, by the first letter of the surname of the person written about.

9. Main entry card for a book of reference

R
920 Kane, Joseph Nathan
K Facts about the Presidents: a compilation of biographical and historical data. 2nd ed. Wilson, H. W., 1968.

1. Presidents--U. S. I. Title

The classification numbers for reference volumes should be preceded by the letter R placed on the line above.

10. Main entry card for a book of fiction

F Beatty, Jerome
B Matthew Looney's invasion of the earth; a space story; illus. by Gahan Wilson. Scott, 1965.

1. Science fiction 2. Interplanetary voyages
I. Title

Fiction books may include a call number and may not. The call number may be designated by the letter **F** followed by the first letter of the author's last name as shown in the sample above. Some librarians may prefer using the first two or three letters of the author's last name for ease of shelving when using student aides or clerical assistants.

11. Main entry card for a short story collection

SC Irving, Washington
I Rip Van Winkle, The Legend of Sleepy Hollow and other tales; illus. by Roberta Carter Clark. Grosset, 1967.

**1. Short stories I. Title**

Short story collections may be designated by the letters SC.

12. Main entry card for primary level fiction books

E Freeman, Don
F The guard mouse; story and pictures by Don Freeman. Viking, 1967.

**1. Mice--Stories 2. London--Fiction**
**I. Title**

Fiction books on the primary level (K-3) in elementary schools can be designated by the letter **E** (easy) and followed by the first letter of the author's last name.

# INTRODUCTION

The **Guide for Montana School Libraries** describes basic procedures for setting up a new school library or for maintaining an established one. The **Guide** will help provide economy in the librarian's efforts, and assist in effective library organization. Use of this **Guide** to streamline library routines will enable librarians to devote more time to assisting school personnel and to the development of a better total library program.

The **Guide for Montana School Libraries** is consistent with the instructional aims and objectives of Montana Schools, and with the Standards for Accreditation of Montana Elementary and High Schools,* the Northwest Accrediting Requirements for Secondary Schools, and the Standards for School Media Programs of the American Library Association.** The above-mentioned standards set forth what is expected in school library services; the **Guide for Montana School Libraries** shows how to provide these services most effectively.

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* Available from the Office of the Superintendent of Public Instruction, Helena, Montana 59601

** Standards for School Media Programs, published 1969, available from The American Library Association, 50 East Huron Street, Chicago, Illinois 60611

# I. SCHOOL LIBRARY SERVICES

## Role of the Librarian

The following are the most important of the many professional responsibilities of the school librarian:

1. Developing a media collection that contains a choice of the best library materials, including books, magazines, newspapers, pamphlets, filmstrips, films, tape and disc recordings, slides and graphic materials, globes, maps, catalogs, transparencies, program instructional materials, realia, kits, art objects, and in some cases video tape recordings and dial access programs to meet the demands of the curriculum, of pupil interests and of extra-curricular activities of the school.

2. Selecting and organizing a comprehensive professional collection for the use of the teachers and the administrators.

3. Helping to coordinate the instructional program under which students are taught to find library materials and to use the library resources intelligently and effectively. Advising and consulting with teachers about library materials and their use will further such coordination.

4. Stimulating in pupils the desire to read, and guiding them to materials that will increase individual enjoyment and satisfaction and the development of critical judgment and appreciation of resources. Such guidance may be accomplished through assistance to individual pupils, through group guidance activities such as story hours, displays, exhibits and discussions about books, authors and illustrators, through the use of the audiovisual materials and through coordination of library offerings with curriculum content.

5. Making the resources of the library easily accessible in order to promote optimum use. An effective library program occurs throughout the school, not in the library quarters alone.

6. Assisting pupils and teachers to locate the less obvious library materials that will provide answers to classroom or special interest questions.

7. Introducing pupils to the resources of the community as a supplement to those of the school library as soon as possible, and cooperating with community libraries in their efforts to encourage continuing education and cultural growth.

## Library Hours

The library should be open for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours.

13. Main entry card for primary level nonfiction books

E
811 Fisher, Aileen
F My mother and I; illus. by Kazue Mizumura. Crowell, 1967.

1. Mothers--Poetry 2. Nature in poetry
I. Title

Nonfiction books on the primary level (K-3) can be classified with the letter **E** preceding the classification number.

## NONBOOK MATERIALS

14. Main entry card for a recording

RE
398.8 Untermeyer, Louis, ed. (Recording)
U Discovering rhythm and rhyme in poetry. Read by Julie Harris and David Wayne.
Caedmon TC 1156, n.d.
1 record, 2 sides, 12", 33 1/3 rpm

1. Rhyme 2. Rhythm 3. Nursery rhymes
I. Title

15. Main entry card for a 16mm film

F
591.92
M Microscopic water animals. (Film)
ICF, n.d.
Color, silent, 2½ min., 16 mm. (Elementary science series, no. 7)

1. Marine animals 2. Microorganisms
I. Series II. Title

16. Main entry card for a filmstrip

FS
529
M Morning, noon and night (Filmstrip)
Educational Reading Service 1968.
40 frames. Color (Learn-about filmstrip library series)

1. Time I. Series

Nonbook materials may be classified by the Dewey Decimal Classification system with the call number preceded by the type of material, such as Recording, Film, Filmstrip, etc. These designated types of materials may also be indicated by abbreviations, RE or RD for recording, F for films and FS for filmstrips. Some libraries prefer not to classify nonbook materials and indicate their placement in the library by the numerical sequence as received. Suggested sources for cataloging nonbook materials are given in Appendix A.

17. Shelf-list card for audiovisual material

RE
398.8 Untermeyer, Louis, ed. (Recording)
Discovering rhythm and rhyme in poetry. Read by Julie Harris and David Wayne. Caedmon TC 1156, n.d.
1 record, 2 sides, 12", 33 1/3 rpm

10/5/69 Caedmon $6.98

1. Rhyme 2. Rhythm 3. Nursery rhymes
I. Title

18. Inventory card for classified books

Inventory Date.....

| | No. | No. Added | Lost or Disc. | Total |
|---|---|---|---|---|
| Reference books | | | | |
| 000 Gen Work | | | | |
| 100 Philosophy | | | | |
| 200 Religion | | | | |
| 300 Sociology | | | | |
| 400 Languages | | | | |
| 500 Science | | | | |
| 600 Useful Arts | | | | |
| 700 Fine Arts | | | | |
| 800 Literature | | | | |
| 900 History | | | | |
| 920 Biography | | | | |

# APPENDIX C

# SAMPLE REGULATIONS FOR LOAN DESK PROCEDURES TO BE FOLLOWED BY STUDENT AIDES

This sample set of regulations for the use of student aides in a small high school library deals with the duties of the aides in checking materials in and out at the loan desk, filing cards and recording circulation statistics. **These regulations are illustrative only.** Details such as term of loan period, and order of procedures should not be considered as recommended standards. Policies with regard to such details should be developed for each school library after consideration of the size of the collection, type of use made of the library, the preferences of librarian and teachers and similar items.

**Procedures for Lending Books**

1. Checking out (charging)
   a. Have the borrower remove the book card from the book pocket and write his own name on the card.
   b. Stamp the book card and the date-due slip with the date the book is due. If the librarian has indicated that the book should be loaned for other than the regular two-week period, pencil date due on the book card and pocket.
   c. Place the book card in front of the charging tray.
2. Checking in (discharging)
   a. Note the last date on the date-due slip of each returned book.
   b. In case the book has suffered major damage while out on loan, immediately call the damage to the attention of the librarian.
   c. Find the book card that has identical author, title and copy number as the book, behind the proper date in the charging tray and put it into the book pocket.
   d. Examine the book quickly for loose pages or mutilation. If it is in poor repair set it aside for examination by the librarian. Otherwise put it with the other books to be shelved.

**Procedures for Lending Periodicals**

Back issues of periodicals may be checked out when the current issue arrives.

1. Checking out
   a. Write the name of the periodical and the periodical issue on a book card.
   b. Have the borrower write his name on the card and pencil the date due on it and the periodical cover. (Periodicals are loaned for seven days unless the librarian indicates otherwise.)
2. Checking in
   a. Destroy the check-out card.
   b. Return the periodical to the stacks.

**Procedures for Lending Vertical File Material**

1. Checking out
   a. Write the subject and number of pieces loaned on a regular book card.
   b. Have the borrower sign the card and pencil on it the date due. (All vertical file material is loaned for three days unless the librarian indicates otherwise.)
   c. Place the material being checked out in an envelope (stock kept at the desk with date slips attached) and pencil date due on the date slip.

2. Checking in

   a. Count items returned to be sure number agrees with that penciled on the check-out card. If material is missing, consult librarian.

   b. Destroy card and return material to vertical file.

**Procedures for Lending Other Special Collections**

1. Books from the reference collection

   a. When the librarian indicates that a reference book may be checked out for overnight use, make a temporary card following the form of a regular book card and then proceed as for short-term book loans.

   b. Destroy the temporary card when the book is returned.

2. Reserve book collection

   a. When a teacher's "reserve" request list is received from the librarian, take from the shelves all books listed. (If a teacher leaves a "reserve" request list at the desk, the assistant should first give the list to the librarian.)

   b. Take out all regular book cards, make special **yellow** "reserve" cards identical **in form** with the regular book cards and place them in the book pockets. Shelve the books on the reserve shelves behind the loan desk.

   c. Note the "reserve" on the regular book cards and place them in the charging tray behind a guide card bearing the teacher's name.

   d. When a book is taken for overnight use or for one-period check-out, treat it as a short-term loan book.

3. Classroom collections

   a. Take out the book cards, write the teacher's name on them and put them in front of the charging tray with a rubber band around them to keep them together.

   b. On yellow stock, make out for each book temporary book cards identical in form with the regular book cards and place the temporary book cards in book pockets for classroom check-outs.

4. Audiovisual materials

   a. If necessary, consult the librarian as to length of loan period.

   b. Follow the same procedure for checking out and in as for books.

**Filing and Circulation Record**

1. Before the library is closed for the day, count cards collected during the day in front of the charging tray and record figures on daily circulation record slips.

2. Arrange fiction cards for two-week books alphabetically by author, nonfiction by classification number. File in the charging tray behind appropriate date-due guide card.

3. Group cards for two-week nonbook materials and file ahead of cards for books.

4. Interfile cards for short-term loan materials with those for regular-term loan materials behind the appropriate date-due guide. Keep cards for overnight books together and file ahead of all other cards.

5. Keep cards from books issued to a teacher for classroom use together and file behind a guide card which bears the teacher's name.